DOCUMENT RESUME

ED 336 464 UD 028 218

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TITLE Monitoring Commission Response to the Annual Desegregation Review, 1986-87. Part I: Student Assignment Component under the Student Desegregation Plan for the Chicago Public Schools.
INSTITUTION Chicago Public Schools, IL. Monitoring Commission for Desegregation Implementation.
PUB DATE Apr 88
NOTE 96p.; For a complete set of Commission Reports, see UD 028 213-233.
PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Budgets; Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Enrollment Trends; *Program Evaluation; *Racial Composition; Racial Integration; School Choice; *School Desegregation; Urban Education
IDENTIFIERS *Chicago Public Schools IL

ABSTRACT

This report summarizes the response of a monitoring commission to the 1986-87 evaluation of the implementation of the Student Assignment Plan (SAP) that is part of a court-mandated school desegregation plan in Chicago (Illinois). Under the SAP, the Board of Education was required to ensure that no school had more than a 70 percent white enrollment after October, 1983, and that the school system would maintain a desegregation index of at least 2.0 (the total enrollment in integrated and desegregated schools must be at least twice the number of white students available for such schools). The following findings are presented: (1) no school had more than a 70 percent white enrollment and a desegregation index of 2.48 was achieved; (2) voluntary transfer techniques were used to desegregate those schools that were not desegregated; (3) reasonable efforts were made to prevent in-school segregation; (4) adjustment of school boundaries and voluntary transfer were used to alleviate overcrowding; (5) financial reporting has improved; and (6) a plan to shift the location of a gifted program from one school to another may have negative outcomes. Statistical data are presented in 13 tables. The following materials are appended: (1) a list of school enrollments by category, 1983-87; (2) uses of the justification codes, 1985-86 and 1986-87; (3) a list of schools operating over capacity; (4) budget resources, 1980-81 through 1986-87; and (5) budgets for 1984-85 through 1986-87. (FMW)

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COMMISSION FOR
DESEGREGATION
IMPLEMENTATION

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RESPONSE TO THE

Annual Desegregation Review, 1986-87

Part I:
Student Assignment Component

under the Student Desegregation Plan for
The Chicago Public Schools

APRIL 1988

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Monitoring Commission Response
to the

ANNUAL DESEGREGATION REVIEW, 1986-87
PART I: STUDENT ASSIGNMENT COMPONENT

under the Student Desegregation Plan for
The Chicago Public Schools

Prepared under the direction of
Mary Davidson, Principal Investigator
of the Monitoring Commission for
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ACKNOWLEDGMENTS

This report is the Monitoring Commission for Desegregation Implementation's response to the Chicago Public Schools' Annual Desegregation Review, 1986-87, Part I: Student Assignment Component. The Commission was mandated by the 1980 Consent Decree to review the ADRs annually and disseminate publicly.

Numerous individuals participated in the writing and editing of this response. Primary consultant of this effort was Calvin Smith. Other participants included: Consultants, Barb Leebens-Osilaja and Donnell Pappenfort; Staff, Helen Jackson and Ana Tapia.

Also, thanks should be given to the Department of Equal Educational Opportunity Programs for their assistance in this effort.

Dr. Mary Davidson
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I. INTRODUCTION

This report details the response of the Chicago Board of Education's Monitoring Commission for Desegregation Implementation to the Spring 1987, Annual Desegregation Review of the Board's initiatives and activities in relation to Student Assignment Components under the Student Desegregation Plan (1987 ADR: Part I).

II. BACKGROUND

Under the September 1980 Consent Decree between the United States Department of Justice and the Chicago Board of Education, the Board agreed to develop and implement a system-wide student desegregation plan. The Board adopted Part II of the student desegregation plan in April 1981, which contained the Student Assignment Principles, and provided definitions, policies, goals, and a timetable for student assignment efforts. The Comprehensive Student Assignment Plan was adopted by the Board in January 1982 (The Plan).

The Plan explained what the Chicago Board of Education would do vis-a-vis educational program efforts within the framework of maximum voluntary transfer and minimum mandatory assignment thereby achieving the requirements of the Consent Decree.

The overall administration of the effort was given to the Department of Equal Educational Opportunity Programs (DEEOP). Since the close of the 1983-84 school year, DEEOP has prepared and published a two-volume Annual Desegregation Review (ADR). The first volume or Part I of the ADR gives details about Board efforts and

results with regard to the Student Assignment Component of the Plan: the second volume or Part II reports on the status of Board efforts in the area of Recommendations on Educational Components.

Commission staff and consultants compiled a report for the Commission and the community on the 1983-84 ADR: Part I in July 1984 entitled Commission Response to the Annual Desegregation Review, 1983-84 Part I: Student Assignment Plan. Since then, DEEOP has published two additional ADR's: Part I: May 1985, for the 1984-85 school year and June 1986, for the 1985-86 school year. Both of these ADR's included a discussion to the Commission entitled, Monitoring Commission Memorandum on the Status of the Student Assignment Component, 1984-1986. DEEOP has now compiled and the Board has released its fourth ADR: Part I for 1986-87 and the Commission herein responds.

A. CONSENT DECREE REQUIREMENTS

The Comprehensive Student Assignment Plan was the third and last desegregation document submitted by the Board to the Court under the September 1980 Consent Decree between the Chicago Board of Education and the United States Department of Justice. The Plan presented detail on a school-by-school basis describing the Board's intent to meet the student desegregation requirements of the Consent Decree:

(1) No school would remain less than 30 percent minority after October 1983; and

(2) The ratio of total enrollment in Integrated/Desegregated schools to the white enrollment available to those schools must equal at least 2.0.

B. BOARD DESEGREGATION GOALS

The Chicago Board of Education outlined four fundamental strategies in the January 1982 Plan:

(1) Stabilize and increase the level of integration that already then existed in some schools;

(2) Desegregate to the greatest extent practical those schools then not desegregated;

(3) Focus on methods to attract children of all races to particular school sites without use of compulsory methods; and

(4) Attract students into the public schools by competing with private, parochial, and suburban schools.

III. THE STATUS OF STUDENT ASSIGNMENT COMPONENTS

The purpose of this section is to provide the community with information on the student assignment component by school category as reported by the Board from the Commission perspective. The effort here is not limited to description alone and does include critical analyses. The goal is to add to the totality of current information on desegregation efforts of the Chicago Public Schools.

A. PURPOSE

The Student Assignment Components were all designed to assist in attaining the above listed goals and they comprise the central result of Chicago's student desegregation efforts. A discussion of the Board-reported 1986-87 results of these components now follows.

B. DEFINITIONS OF SCHOOL CATEGORIES

In order to give focus and clarity to their efforts, the Board created six categories of integrated/desegregated schools and four categories of predominantly minority schools. The definitions for each of these categories are given in the following chart.

Student Assignment Plan
School Category Definitions

School Category/Definitions

Integrated/Desegregated Schools

1. Stably Integrated - A school with an enrollment composition of at least 30 percent white and 30 percent minority which is drawn from accidental and natural attendance areas.

2. Stably Desegregated - A school with an enrollment composition of at least 30 percent white and 30 percent minority which is primarily the product of student assignment techniques.

3. Integrated with Potential for Racial Change - A school with a white enrollment between 30 and 70 percent expected to become less than 30 percent white because of changing residential patterns.

4. Magnet Schools - A school offering a distinctive curriculum coordinated around a central theme which enrolls students citywide with a goal of student enrollment 15-35 percent white/65-85 percent minority.

5. Scholastic Academies - A Magnet school that offers a traditional back-to-basics instructional program. There are six of these schools. Four are to achieve the enrollment of a magnet school and two have no minimum established.

6. Metropolitan High Schools - High schools offering a four-year sequence of study in one broad field of knowledge. All these schools seek to gain the enrollment patterns of magnet schools but no minimum requirements are set.

Predominantly Minority Schools:

1. Stably Mixed - A school between 15 and 30 percent white and expected to remain that way.

2. Mixed Schools with Potential for Racial Change	- Schools with 15-30 percent white enrollment expected to decline below 15 percent white enrollment.
3. Community Academies	- Racially identifiable schools providing enriched, magnet-like educational opportunities for students.
4. Racially Identifiable	- Schools with less than 15 percent white enrollment which are not designated to be desegregated in any way.

These definitions have been consistent since the first ADR: Part I was published in May 1984. Many of these categories of schools existed as specialized program thrusts prior to the adoption of the Student Assignment Plan. Community Academies is one such example. The numbers of these schools and their total enrollments are given in Table 1.

Table 1

NUMBERS OF SCHOOLS AND ENROLLMENTS
BY STUDENT ASSIGNMENT PLAN CATEGORY
1983-84 THROUGH 1986-87

Assignment Plan School Category	1983-84	1984-85	1985-86	1986-87
Stably Integrated				
Number	47	43	43	41
Enrollment	36,569	34,911	32,299	31,724
Stably Desegregated				
Number	77	77	77	74
Enrollment	42,382	42,183	42,635	41,875
Integrated/Potential For Change				
Number	8	7	3	2
Enrollment	7,042	4,804	2,753	2,105
Magnet Schools (Excluding Agricultural High School)				
Number	31	32	33	29
Enrollment	18,812	19,825	20,001	18,351
Scholastic Academies (Excluding Jensen and Burnside)				
Number	6	6	6	5
Enrollment	3,849	3,908	4,063	2,903
Metropolitan High Schools (Curie, Senn, Von Steuben Only)				
Number	7	7	7	3
Enrollment	10,645	10,730	10,903	7,164
Stably Mixed				
Number	17	25	30	24
Enrollment	12,683	18,419	24,531	21,700
Mixed/Potential For Change				
Number	10	4	0	5
Enrollment	8,065	2,463	0	3,653
Community Academies				
Number	15	15	15	21
Enrollment	12,855	13,157	13,287	23,014
Racially Identifiable Schools (Including 8 schools excluded above)				
Number	325	322	324	325
Enrollment	241,367	240,414	238,324	231,498

C. THE STATUS OF INTEGRATED/DESEGREGATED SCHOOLS: 1986-87

Stably Integrated Schools

Stably Integrated Schools, possessing a residential racially/ethnically balanced enrollment, declined in number by two from 1985-86 to a total of 41 in 1986-87. These schools currently enrolled 31,724 students, down 575 students since the 1985-86 school year. The decline in the number of schools is due to the fact that Armstrong and Trumbull schools moved to "predominantly minority status." In 1983-84 these 41 schools were 50.1 percent minority, in 1985-86 they stood at 55.3 percent minority, in 1986-87 these schools were 57.7 percent minority with Hispanic students accounting for 61.4 percent of the total minority enrollment.

Since 1983-84, this category of schools has declined by only six school sites, has lost 4,828 white students, but has lost only 17 net minority students in that same period of time. Attending a residential school is not sufficient enough an inducement for white families to maintain student enrollment in these schools. Although the white student pool may be declining due to graduation, young white students are not being replaced by new white students from these neighborhoods.

The Board continues to address the enrollment issues in each of these 41 schools through the use of specialty programs and voluntary transfers. To their credit, global solutions are not employed. The future enrollment needs of each school are carefully forecasted and appropriate plans are then made. Schools with common needs

are addressed as units but not at the expense of any individual school. Attaining meaningful tri-ethnic balance in these schools remains the goal for the Stably Integrated category.

The Board has listed 1987-88 enrollment intentions for each school in this category on pages 43-45 of the 1987 ADR: Part I. The Commission agrees with the stated directions.

Stably Desegregated Schools

Stably Desegregated Schools constitute the largest group of schools in the Plan. These schools are primarily desegregated through voluntary student transfers, many of which occur due to the existence of Board-sponsored specialty programs. The total number of schools in this category has remained above 70 since 1983-84. Currently, there are 74 schools in this category, down three from 1985-86. The 1986-87 enrollment in these schools stood at 41,875 - about the same as the 1983-84 total of 42,382. The decrease of three school sites is accounted for by the reclassification of three schools to "predominantly minority" status. These schools are Owen, Prosser, and Von Steuben Upper Grade.

Many of these schools were predominantly white when the January 1982 Plan was produced. Their individual enrollments were more than 70 percent white at that time. Not one of these schools was over that percentage in 1986-87. All met the self-imposed Board standard of being 35 percent minority. This is as it should be. Collectively, these schools had an 1986-87 enrollment of 49.0 percent white, down 1.4 percentage points from 1985-86. Minority enrollment increased, mostly among

Hispanic students with black students accounting for 52.4 percent of all 1986-87 minority enrollment in these 74 schools.

Integrated With Potential For Racial Change

Integrated With Potential For Racial Change is the smallest category of schools in the 1985-86 Board desegregation effort, a total of two. This total is down from three in 1985-86 and eight in 1983-84. These schools were 30-70 percent white in January 1982, but due to changing neighborhoods were projected to lose this status. In 1986-87, there were 2,105 students enrolled in these two schools, a decrease of 648 students. These schools were 33.1 percent white in 1986-87, with black and Hispanic students forming a tri-ethnic balance at 29.9 and 25.9 percent respectively.

This category of schools, hovering as they do near a 30 percent white student population, are very susceptible to changes in neighborhood composition: not all become more racially isolated as a result, but most do. When comparing 1986-87 with 1985-86, one school in this category, Davis, was reclassified. Davis lost proportional white enrollment and became more racially identifiable and was reclassified to "predominantly minority" status.

The remaining schools in this category--Gage Park and Hibbard--should remain as they are in 1987-88. Controlled enrollment procedures are to be employed at these two schools. The specialty program at Davis, used to elicit voluntary transfers from students of all races, did not attract a sufficient number of white students.

Magnet Schools

Magnet Schools are schools offering a distinctive curriculum around a central theme or focus and with an enrollment goal of 15-35 percent white and 65-85 percent minority. In 1986-87, there were 30 such schools enrolling 18,588 students, two less schools than operated in 1985-86. Student enrollment has decreased by approximately 1,300 in 1985-86. There are two fewer sites because Near North and Jesse Owens were reclassified in 1986-87. Near North became a Metropolitan High School and Jesse Owens, a Community Academy.

The 1986-87 proportion of white students in these schools was 23.4 percent, the same as reported in 1985-86. The only noticeable racial/ethnic enrollment changes since 1983-84 have been a 2.6 percent decline in black student population, and a 1.9 percentage rise in Hispanic enrollment. The reclassification of Near North and Jesse Owens account for the loss of black student population.

While the total enrollment for these schools is well within the parameters set forth in the Plan, nine schools, two more than in 1985-86, are not in compliance: Agricultural Studies, Decatur, Edison, Gallistel, Ninos Heroes, Metcalfe, Poe, Sayre and Whitney Young. There are definitive actions being taken to sort out these problems. Where white enrollments are too high (Edison, Decatur, Gallistel, and Sayre), controlled enrollment techniques combined with intensified minority recruiting will occur. This same process will be used to assist the newly created Chicago High School for Agricultural Studies, Ninos Heroes, Metcalfe, Poe, and Whitney Young toward racial range compliance and away from a minority enrollment in excess of 85 percent. Thus, thirty percent of the full-site magnets do not meet

racial balance requirements. There are 6,199 students enrolled in these racially imbalanced, full-site magnet schools as Table 2 shows. This is one third of all students enrolled in such schools. The Commission sees this as an intolerable situation which the Board needs to address immediately. There are structural problems the Board cannot overcome in some schools while others have capacity problems and still others may have entrance requirement problems which inhibit the enrollment of black and Hispanic students. A closer examination is required.

The Edison Comprehensive Gifted Center will come into racial range by next year. Minority student enrollment in the early grades would seem to insure this. The Commission agrees with the Board when it reports, "Enrollment in all (but the entering grade, already in range) will be restricted to minority students...."

The Decatur Classical School is below program capacity and is 7.2 percentage points from racial range of 35 percent white. The Board is not going to permit any additional white enrollment until compliance with racial range requirements is achieved. The Commission concurs.

Table 2

THE 1986-87 ENROLLMENTS OF RACIALLY IMBALANCED
FULL-SITE MAGNET SCHOOLS

School	White	Black	Hispanic	Other	Total	% White
Agricultural	22	159	54	2	237	9.3
Decatur	108	40	15	76	239	45.2
Edison	99	64	41	67	271	36.5
Gallistel	283	83	308	6	680	41.6
Metcalfe	132	778	92	2	1,004	13.1
Ninos Heroes	108	313	323	0	744	14.5
Poe	21	149	2	0	172	12.2
Sayre	184	194	74	26	478	38.5
Whitney Young	344	1,515	307	198	2,364	14.6
TOTAL	1,301	3,295	1,226	377	6,199	

The Gallistel Language Academy had a total 1986-87 enrollment of 680 students and was 41.6 percent white. The white student enrollment was 5.6 percentage points too high. Gallistel is operating above capacity and has an assigned attendance area which is primarily white. The Board has proposed that all students no longer living in the Gallistel attendance area but still enrolled in the program be transferred out. The Commission agrees, but suggests that the Gallistel attendance area be reduced and allow no new enrollments from that transferred area.

The Sayre Language Academy will reach racial range compliance and the Commission agrees with the Board in this regard, but the Board must continue to aggressively recruit minority youth.

The Agricultural High School had a 1986-87 white student enrollment of 9.3 percent below the standard of at least 15 percent. The Commission is concerned with

the program's location and the attractiveness of the curriculum as not facilitating student enrollment. However, with the prospect of a completed building and with the continued recruitment efforts, racial range may be achieved.

The problems of the Poe Classical School are a source of strong concern to the Commission. In 1986-87, Poe's percentage of white enrollment dropped by 4.8 percentage points to 12.2 percent. Poe only enrolls 172 students and only has a program capacity of 180. The Commission is not convinced that eight more white students will make a difference. The Commission also is concerned that many families of white students initially enroll in Poe but subsequently leave for other programs. This fact is reported by the Board on page 70 of the 1987 ADR: Part I. The Commission is concerned that there is a flaw in Poe's program that is not being reported by the Board; nine minority students left as well. Do Poe transfers end up in schools with a lower proportion of black students or do these transfers reflect some concern regarding the program? These are questions that need to be answered.

Metcalfe is a Community Development Board Magnet School with a total enrollment of 1,004 students and a white student enrollment of 13.1 percent; somewhat below the 15 percent minimum. Only twenty to twenty-five additional white students are required to reach this level of compliance. Even though all area kindergarten students must be enrolled at Metcalfe, the Commission agrees the Board will achieve racial range compliance at this school. The Commission would ask the Board, however, why did the white student enrollment at Metcalfe drop by nearly 50 students between 1985-86 and 1986-87? To what extent did these students transfer or perhaps graduate?

Ninos Heroes, like Metcalfe, is a Community Development Board Magnet School and must enroll from an attendance area. Ninos Heroes is operating at 54 students over capacity already and has no additional seats to offer white students. In 1986-87, the enrollment of 744 students was comprised of 14.5 percent white students, one half a percentage point below the 15 percent minimum. This is due to the annual losses of white student enrollees, down 37 since 1983-84, and annual increases in black student enrollees, up 78 since 1983-84. Perhaps the attendance area for Ninos Heroes should be reduced with no new enrollment from the area transferred.

Whitney Young had a 1986-87 enrollment of 2,364 students, 20 over capacity. White students comprised 14.6 percent of this enrollment. The Commission questions why the white student enrollment at Whitney Young has dropped by 162 students since 1983-84, while the minority enrollment has remained relatively flat over that same period. The Board states it will intensify recruitment. The Commission remains hopeful, but points out that retention of recruited students is also an objective to be met.

Scholastic Academies

Scholastic Academies are magnet-type schools which offer a back-to-basics program. They have city-wide attendance areas and five of the seven schools (Thorpe, Owen, Gunsaulus, Stone, and Hawthorne) are to achieve and maintain the 15-35/65-85 racial/ethnic composition rule. Two schools (Jensen and Burnside) are not required to meet the 15-35/65-85 percent rule because to do so would restrict educational opportunities for minority students. This latter flexibility is permitted by the Plan (pages 248-249). Until 1986-87 with the addition of Owen, there had been only six of these Academies; now of course, there are seven.

The total 1986-87 enrollment of the seven Scholastic Academies was 4,409 students, up from 4,063 in 1985-86. However, if one discounts Jensen and Burnside as being racially isolated, the total 1986-87 enrollment of these schools is 2,903 students, up from 2,610 in 1985-86.

The 1985-86 racial/ethnic balance of the five target schools was tri-ethnic in nature: 34.2 percent white, 32.2 percent black, and 21.8 percent Hispanic. However, two of these five schools, Gunsaulus and Owen, have too high a percentage of white students. Gunsaulus is only beyond range by one percentage point and of minimal concern to the Commission. But Owen is moving away from and not toward compliance, unless intense recruiting efforts do materialize.

The enrollments of these two schools, as well as that of Hawthorne, will need to be closely monitored by Board staff and corrective actions taken when and where needed. The Commission also will monitor this situation since 1987-88 corrective actions listed for these schools in the 1987 ADR: Part I lack specificity.

Metropolitan High Schools

Metropolitan High Schools are schools that contain a program dedicated to a four-year sequential study of one broad field of knowledge. These schools seek to achieve the racial/ethnic composition rule of 15-35/65-85 percent, but are not all required to reach it. These schools are a major technique designed to attract students from other school districts into the Chicago Schools. There are two groups of Metropolitan Schools. Those in the first group (Curie, Senn, and Von Steuben) are expected to meet the 15-35/65-85 racial/ethnic enrollment rule set for magnet

schools. Those in the second group (Hirsch, Jones, Marshall, and Near North) are not required to do so because this would deny educational opportunities to minority students.

In 1986-87, the eight Metropolitan Schools enrolled 12,121 students, an increase of 1,218 since 1985-86, due to the addition of Near North to this classification. However, of this total, 7,164 or 59.1 percent are enrolled in the three target Metropolitan High Schools (Curie, Senn, and Von Steuben). Enrollment in these three schools stood at 6,989 in 1985-86, an increase of 166 students over 1984-85 and 294 over 1983-84.

The enrollment in the three target schools is tri-ethnic in nature: 27.1 percent white, 30.7 percent black, 27.4 percent Hispanic, and 14.8 percent other. This has been true since 1983-84, becoming more so each school year. All three target schools must comply with the 15-35/65-85 racial/ethnic percentage rule, but the enrollment at Senn is coming very close to the 15 percent minimum.

This ADR: Part I does not tell the reader whether or not these Metropolitan Schools are achieving their goal of attracting students to Chicago from other school districts. The Commission recommends that DEEOP include this information in the October 1986 ADR: Part II: Recommendations on Educational Components and then include it thereafter in ADR: Part I's. At least a report on the number of nonpublic students being attracted to these schools should be given.

Magnet Programs Within Schools

Magnet Programs Within Schools are schools which house specialized programs to enhance both student assignment and educational enrichment goals. These 67 magnet type programs induce student transfers to achieve racial balance of these 64 integrated, desegregated or stably mixed schools while simultaneously enriching the program of the students ordinarily assigned to the school site. The ultimate Board purpose for these within school magnet programs is either to stabilize a school enrollment or to move the enrollment toward a 50/50 mix of white and minority students.

Along these enrollment lines, the 1987 ADR: Part I summarizes the goals for these schools expressed in the 1986 ADR: Part I. Twenty-three of these school programs were to stabilize enrollment, twenty-two schools were to increase black or minority enrollment, and nineteen were to increase white enrollment.

Of the twenty-two schools attempting to increase minority or black enrollment via within school magnet programs, eighteen were able to do so. Only four schools (Belding, Bell, Mt. Greenwood, and Mather) did not meet this objective in 1986-87. However, in all fairness, each of these did attract a significant minority population to their school through the magnet specialty program. These programs are attaining the enrollment objective set for them in all 22 sites, but four schools have not shown a sufficient impact.

Additionally 19 schools hoped to increase white enrollment through the use of within-school magnet programs. The Commission noticed that two of these schools, Burley and Washington, have no program enrollments reported for either 1985-86 or 1986-87. The Commission asks whether or not a program existed in these schools those two years, or did these schools fail to report enrollments, if any. This ADR: Part I notes that only two schools in this sub-group increased white enrollment through the use of a within-school magnet program, Kenwood and Washington. The Commission believes only Kenwood met its enrollment objective as there is no program enrollment data reported for Washington to decide whether or not the school met this goal.

The Commission is concerned with this section of the 1987 ADR: Part I. In several instances, the tables contained on pages 92-94 of this ADR indicate that the enrollment of the within-school magnet program is greater than the total enrollment of the school. DEEOP should explain how this is possible. As examples, staff would cite the following schools and 1987 ADR: Part I tables: table on page 92; Agassiz, Davis, and Drummond, table on page 93; Cassell, table on page 94; Barnard and Kilmer.

D. THE STATUS OF PREDOMINANTLY MINORITY SCHOOLS: 1985-86

Stably Mixed

Stably Mixed schools are schools with a white enrollment between 15 and 30 percent and projected to stay within that range. In 1985-86 there were 30 stably mixed schools, an increase of five schools over 1984-85 and 13 over 1983-84. These stably mixed schools are considered to be Predominantly Minority rather than Integrated/Desegregated schools. They are more racially identifiable. This category of schools is the "first stop" for schools which fall out of the Integrated/Desegregated grouping. It is also the "last stop" for a school which is becoming less racially identifiable prior to attaining Integrated/Desegregated status.

In 1986-87, this category of schools decreased by six school sites to a total of 24. Of this decrease, all six schools became more racially isolated and were reclassified as racially identifiable having less than a 15 percent white student enrollment. These schools were: Avondale, Greeley, Goethe, Lovette, Marsh, and Stewart.

As a group these schools had a 1986-87 enrollment of 21,700 students. This enrollment decreased because of the reclassification of six schools, from 24,531 in 1985-86. Thus, there were 2,831 more Chicago students in racially isolated schools in 1986-87 than in 1985-86.

Most of these schools are largely Hispanic, currently standing at 41.3 percent. White students comprise 22.2 percent of the total enrollment, while black enrollment accounts for 30.3 percent of all students. Through the use of specialty programs, voluntary transfers, and controlled enrollment, the Board anticipates maintaining or improving the racial/ethnic classification of these schools in 1987-88. These schools are susceptible to changes in neighborhood composition and little predictability can be used with regard to these changes.

Mixed Schools With Potential For Racial Change

Mixed Schools With Potential For Racial Change are schools with a white enrollment of 15 to 30 percent which are expected to fall below 15 percent white enrollment because of the changing nature of the school attendance areas. In 1983-84, there were 10 schools in this category, a total that decreased to four in 1984-85 and to zero in 1985-86 and in 1986-87, five schools were placed in this classification. For the most part, projections made in the Plan were accurate. The proportional level of white enrollment in these schools has generally declined below 15 percent. Of the ten schools, seven moved to a more racially identifiable status, having dropped below 15 percent white student enrollment. Three schools became less racially identifiable and were moved to the stably mixed category.

In 1986-87, these five schools enrolled 3,653 students. This is the classification where schools grouped as integrated/desegregated in 1985-86 began the 1986-87 school year: Armstrong, Davis, Prosser, Trumbull, and Von Steuben Upper Grade. Students in these schools were enrolled in more racially isolated situations in 1985-86 than in 1986-87.

Community Academies

Community Academies are schools with local attendance boundaries that contain specialized magnet-type programs. However, they exist for the singular benefit of students in racially identifiable schools (less than 15 percent in white enrollment) under the egis of Section 2.2 of the Consent Decree. There is no target enrollment percentage for these schools.

The total enrollment was 2.0 percent white in 1986-87, a small increase of 0.9 percentage points since 1985-86. There had been practically no change in any student racial/ethnic group in these schools since 1983-84. But, in 1986-87 black students dropped 11.7 percentage points to 69.0 with a corresponding rise in Hispanic enrollment. However, though nearly totally minority, the students in these schools receive the benefits of comprehensive instruction in the basic skills, supported by an enriched curriculum in a selected area of study. The Commission notes the number of these schools has increased by six, from fifteen to twenty-one, since the 1985-86 school year.

In 1986-87, recruitment of nonpublic school students was to have been emphasized as it was in 1985-86 where space permits in these 21 schools. The 1987 ADR: Part I does not report these results and should have. The Board is strongly urged by the Commission to report the results of these efforts.

Compensatory Specialty Programs

Compensatory Specialty Programs exist in 38 schools with a white student enrollment of less than 15 percent. The programs are replications of magnet school programs and are authorized by Section 2.2 of the Consent Decree. There were 22,589 students enrolled in them in 1986-87. The 1987 ADR: Part I does not contain any racial/ethnic data on students in these schools and probably should. These schools and their program enrollments are contained in Table 3 as they were reported by the Board in the 1987 ADR: Part I.

Racially Identifiable Schools

Racially Identifiable Schools are schools with a white student enrollment of less than 15 percent which had a white student enrollment between 15-30 percent at the time of Plan adoption. There were 19 such schools in the 1986-87 school year. There is no other information on these schools in this section of the 1987 ADR: Part I. More data should be presented other than just the historical percentages of white student enrollment shown in Table 4, again reproduced in the 1987 ADR: Part I.

Despite all efforts to the contrary, the Board could not maintain sufficient white student enrollment in these schools to keep them above the 15 percent minimum. This was predicted by the Board in the Plan adopted in 1982. The 14,738 students enrolled in these schools are educated in racially isolated circumstances.

Table 3

Aggregate Enrollment in Compensatory Specialty Programs
in Racially Identifiable Schools

District	School	Total Program
2	Arai	40
5	Morton EVGC	52
5	Morton Upper Cycle	47
6	Carpenter	196
7	Clark Middle	37
7	Goldblatt	43
8	Pope	616
10	Frazier	23
10	Herzl	22
10	Paderewski	172
10	Penn	65
11	Ward, J.	13
12	Hearst	332
13	Dyett	91
13	Hendricks	84
14	Harte	80
15	Earle	89
15	Foster Park	81
16	Reed	101
17	Avalon Park	725
18	Wacker	94
19	Gillespie	46
20	Gompers	107
31	Austin	2
31	Kelvyn Park	60
32	Chicago Metropolitan	397
32	Collins	1610
32	Crane	1594
32	DuSable	2116
32	Farragut	52
32	Juarez	2035
32	Manley	1017
32	Marshall	118
32	Phillips	1435
32	Tilden	186
33	Calumet	1406
33	Carver	475
33	Corliss	83
33	Englewood	491
33	Fenger	261
33	Harper	667
33	Hirsch	961
33	Hyde Park	2722
33	King	134
33	Robeson	2030
33	South Shore	70
		22,589

Table 4

Annual Enrollment Changes
Racially Identifiable Schools

Percent White

School	1981	1982	1983	1984	1985	1986
Arai Middle	21.4	16.9	14.9	12.7	20.7	11.8
Goudy	17.1	13.9	14.9	10.6	11.1	9.3
Swift	17.3	15.7	15.8	11.9	11.2	12.5
Lewis	16.3	15.8	11.5	8.2	6.6	5.5
Lovett	60.0	56.3	43.4	25.0	15.1	11.6
Young	24.9	20.6	14.2	9.3	4.7	2.7
Goethe	20.5	20.8	20.1	20.1	16.5	13.0
Mozart	20.0	16.1	15.1	13.7	12.6	10.5
Nixon	24.8	19.1	17.9	17.0	13.8	11.3
Nobel	18.9	13.0	9.8	6.6	7.0	5.8
Chase	17.7	16.4	15.6	14.4	14.6	11.6
Columbus	17.4	16.7	22.5	19.5	12.3	14.2
Kosciuszko	17.5	12.6	14.1	12.3	11.2	11.0
Talcott	15.6	16.2	14.6	14.9	11.8	11.2
Fulton	20.0	14.5	9.2	7.2	2.4	1.0
Hamline	22.5	20.3	18.8	14.8	13.6	10.2
Harte	19.3	14.9	10.9	9.0	5.3	1.6
Kelvyn Pk.	21.1	20.3	18.2	12.6	9.2	7.4
Richards Voc.	15.0	10.2	7.5	6.5	5.0	4.5

E. SUMMARY

The Chicago Board of Education has two Consent Decree requirements associated with the student assignment component of their desegregation effort:

(1) No school is to be over 70 percent white; and

(2) The ratio of total enrollment in Integrated/Desegregated schools to the white enrollment available to these schools must equal at least 2.0.

Both of these requirements were met in 1986-87. No school has more than a 70 percent white student enrollment and a Desegregation Index of 2.48 was achieved.

There are variations in student enrollment among schools, which must be expected in a school system the size of the Chicago Public Schools. But more importantly, the racial balance compliance effort expected of this system with regard to student assignment, involves a smaller proportion of students with each passing school year. In 1983-84, twenty-nine percent of all Chicago Public School students were enrolled in schools meeting Integrated/Desegregated guidelines. This proportion declined to 28.5 percent in 1984-85, to 27.7 percent in 1985-86, and to 27.1 percent in 1986-87.

The Commission is concerned with the enrollment enumerations reported by the Board in the ADR's: Part I published to date. Total system enrollments are reported on an annual basis by race as exemplified by those on pages 21 through 23 of the latest ADR: Part I. This total is 431,298 for 1986-87 and all students are included. On page 18 of this same ADR: Part I, 1986-87 grade level memberships for

grades 1-12 are reported as are the percent of each racial/ethnic group for each grade level. This total is 368,133 students. Other than kindergarteners, who are not counted in this chart? From the chart on page 29, it can be learned that 383,987 students are a part of the student assignment component. The ADR: Part I should contain the number of white students or number of minority students enrolled in each category of schools listed on page 29 of the 1987 ADR: Part I.

The Commission wants to be able to calculate the proportion of each racial/ethnic group in the Chicago Public Schools who are enrolled in an Integrated/Desegregated school as defined by the Board in its ADR's: Part I. It is difficult to do so because no divisor can be found. The Commission noted on page 30 that there were 104,122 students enrolled in Integrated/Desegregated schools in 1986-87, and that 41,925 were white students. The Commission also can use Appendix 3 of this ADR to determine the membership of other racial/ethnic groups. But, what is the total number of each group which comprises the 383,987 students listed on page 29?

The Commission estimates that 84.9 percent of Chicago white students are enrolled in an Integrated/Desegregated school, while only 12.4 percent of all black students are so enrolled. On the other hand, only 15.1 percent of Chicago white students are enrolled in racially isolated settings, but 87.6 percent of the black student population is educated in segregated settings. The Commission is aware that these are its best estimates and desires Board assistance in arriving at precise calculations for all racial/ethnic groups.

These estimates were derived by dividing the racial/ethnic student enrollments in the various graphs for each classification of Integrated/Desegregated schools found in Section D of the 1987 ADR: Part I by the total number of students in each racial/ethnic group represented by the various percentages in the chart on page 18 of that same ADR: Part I.

IV. THE USE OF STUDENT ASSIGNMENT TECHNIQUES

The 1986-87 Annual Desegregation Review - Part I: Review of the Student Assignment Component presents a lengthy and appropriate discussion of the student assignment techniques utilized by the Chicago Public Schools in attempting to create the greatest number of stably integrated/desegregated schools possible. The Comprehensive Student Assignment Plan requires the Board to use "affirmative programs of student transfers in which participation is not compulsory for students" to achieve desegregation goals. The Board has attempted to satisfy this requirement through the Options for Knowledge Program, a program of full-site magnet schools, within-school specialty programs, and voluntary transfers.

A. PURPOSE

A very extensive student recruitment effort is described in detail on pages 118-126 of the 1987 ADR: Part I. The Department of Equal Education Opportunity (DEEOP) reports that this effort is primarily responsible for the increasing number of students volunteering to participate in the Options for Knowledge Program. Therefore, the recruitment results will be presented in detail as they are given prominence in the 1987 ADR: Part I. The purpose of the Commission is to provide the community with a description of the desegregation impact of these three programs: Full-Site Magnet School enrollments, Voluntary Transfers, Within-School Specialty Program enrollments, as well as, the techniques termed "controlled enrollments."

B. FULL-SITE MAGNET SCHOOL ENROLLMENTS

The largest component of the Options Program is the full-site magnet school program. There were 45 such schools in operation during the 1986-87 school year. The same number operated in 1985-86. The 1987 ADR: Part I enumerates that these 45 schools enrolled 33,755 students during 1986-87. A historical picture of enrollments for the full-site magnets since February 1981 is found in Table 5 below. The programs' growth detailed by the number of sites and student participation is readily apparent. With more than a 300 percent increase in enrollment from 1980-81 to 1986-87 and with a 1985-86 nonminority enrollment of 9.1 percentage points above the nonminority percentage of total district enrollment, it is easy to see why full-site magnets are considered the center-stage program of the Chicago School's voluntary desegregation efforts. Racial/ethnic enrollments in each grouping of schools in this Options component are contained in Table 6 as they were reported in the 1987 ADR: Part I

Table 5

Enrollments in Current Chicago Full-Site Magnet Programs by Race of Students 1980-81 through 1985-86

Race of Students	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
White	1,731	2,184	5,910	6,788	7,438	8,019	7,603
Black	5,439	6,891	13,304	14,207	15,066	16,265	16,290
Indian	20	25	98	119	130	147	150
Asian	205	229	655	1,337	1,740	2,182	2,338
Hispanic	1,106	1,691	3,769	5,482	6,307	7,066	7,374
TOTAL	8,411	11,020	23,736	27,933	30,681	33,679	33,755
% White	20.6	19.8	24.9	24.3	24.2	23.8	22.6
% Minority	79.4	80.2	75.1	75.7	75.8	76.2	77.5

Table 6

Full-Site Magnet School Enrollments
By Racial/Ethnic Group and School Type

School Type	No.	White	Black	Indian	Asian	Hispanic	Total	% White
Metropolitan High Schools	8	2,127	5,096	18	1,103	2,242	10,586	20.1
Magnet High Schools	2	423	1,607	14	196	341	2,581	16.4
Scholastic Academies	7	913	2,354	28	315	642	4,252	21.5
Classical Schools	5	368	651	8	148	115	1,290	28.5
Elementary Language Centers	6	940	1,153	26	84	703	2,906	32.3
Elementary Arts	1	112	146	2	61	41	362	30.9
Elementary Magnet Schools	2	533	804	29	175	559	2,100	25.4
CDB Magnet Schools	5	869	2,357	3	23	951	4,203	20.7
Academic Magnets	5	805	1,166	14	82	1,622	3,689	21.8
Humanities Academics	2	121	463	1	3	2	592	20.4
Math/Science Academies	2	392	491	7	148	156	1,194	32.8
TOTAL	45	7,603	16,290	150	2,338	7,374	33,755	22.5

Table 6 depicts a successful picture of full-site magnet enrollment and speaks well of DEEOP's efforts to create an educational environment conducive to voluntary desegregation. The Commission understands the necessity of this program effort, but also understands that less than eight percent of all Chicago students receive the educational benefits of this desegregation program opportunity. The Commission also understands the need to create highly positive educational environments that are incentives for voluntary transfer. However, for the first time the Commission notes a problem in this program.

The data in Table 5 indicate that every year from 1980-81 through 1985-86 the absolute number of students participating in full-site magnet programs always increased. But, in 1986-87 the absolute number of participating white students declined while all other racial/ethnic group participation again increased. It is not important to the Commission to pinpoint this decline as it seems to be across

the board regardless of full-site magnet programs considered, even adjusting for the movement of Near North from one category to another and the addition of a scholastic academy. DEEOP does not make a point of this decline and, perhaps, the Commission should follow suit; but, it remains unsettling. Are the magnet programs becoming less attractive to the families of white students? The Commission considers this a question of moment and suggests that DEEOP treat it similarly.

C. VOLUNTARY TRANSFER ENROLLMENTS

The Voluntary Transfer component of the Options for Knowledge Program accounted for 32.6 percent of all Options enrollment in 1980-81. Though it has increased in size since then to 9,461 students, it now accounts for only 15.5 percent of 1986-87 Options for Knowledge enrollment. Clearly, other Options components have grown faster. It is a minority-dominated program, though less so than in prior years, but clearly it is still just that. Historical enrollments for this Options component are found in Table 7 as reported in the 1987 ADR: Part I.

Table 7

Enrollments in the Chicago Open Enrollment
Programs by Race of Students
1980-81 through 1985-86

Race of Students	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
White	154	270	318	352	606	1,023	898
Black	4,465	5,748	6,908	6,722	6,630	5,823	5,953
Indian	28	35	30	39	32	15	9
Asian	99	187	273	261	329	489	377
Hispanic	782	1,021	1,148	1,193	1,821	2,271	2,224
TOTAL	5,528	7,261	8,677	8,567	9,418	9,621	9,461
% White	2.8	3.7	3.7	4.1	6.4	10.6	9.5
% Minority	97.2	96.3	96.3	95.9	93.6	89.4	90.5

The Commission notes that this program's enrollment dropped for the first time since its inception. While, the decline is small, it does involve every racial/ethnic group with the exception of black students. The program does involve nearly 9,500 students which is 2.2 percent of all Chicago students.

D. WITHIN-SCHOOL SPECIALTY PROGRAM ENROLLMENTS

The Specialty Programs Within-Schools component of the Options for Knowledge program is situated in 77 integrated/desegregated schools, up from 68 in 1985-86. This program enrolled 29.1 percent of all Options students during 1986-87 and had the most even racial mix of any Options component--62.3 percent minority and 37.2 percent nonminority. This range is 25 percentage points wide, up from 18 points in 1985-86. Enrollments for this Options component for the period 1980-81 through 1986-87 are in Table 8. This program has grown in terms of student enrollment by more than 490 percent since 1980-81 as more and more school sites are provided with specialty programs to preserve their integrated/desegregated status.

Table 8

Enrollments in Chicago Specialty Program
Within Schools by Race of Students
1980-81 through 1985-86

Race of Students	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
White	1,054	1,467	2,421	2,741	4,809	6,303	6,615
Black	1,214	1,724	2,038	2,512	3,990	5,048	5,658
Indian	16	12	23	37	44	52	53
Asian	155	203	249	357	699	1,015	1,270
Hispanic	571	735	443	1,266	1,927	3,095	4,174
TOTAL	3,010	4,141	5,174	6,913	11,469	15,513	17,770
% White	35.0	35.4	46.8	39.6	41.9	40.6	37.2
% Minority	65.0	64.6	53.2	60.4	58.1	59.4	62.3

The Commission is aware that the annual addition of schools to this Options component makes enrollment comparisons perilous and therefore will make none. A complete picture of this enrollment is presented in Table 9 as it was reported in the 1987 ADR: Part I.

Table 9

Specialty Programs Within Integrated/ Desegregated Schools: 1986-87 Racial Ethnic Enrollments By Program Type

Program	No.	White	Black	Indian	Asian	Hispanic	Total	% White
Achievement Skills	7	73	136	2	87	100	398	18.3
Specialty Programs	63	5,943	4,262	47	1,134	3,803	15,189	39.1
High School Language Centers	3	111	196	0	7	70	384	28.9
High School Arts	1	90	42	0	1	23	156	57.7
High School Technical Centers	1	163	601	3	19	143	929	17.5
Academic High Schools	2	235	421	1	22	35	714	32.9
TOTAL	77	6,615	5,638	53	1,270	4,174	17,770	37.2

Overall, the Board reports that 60,986 students are enrolled in one of the three Options For Knowledge components. Minority student enrollment is 75.2 percent of the total which is less than their overall percentage of total enrollment, 84.5 percent. These components are integrative in nature, attracting 14.1 percent of all Chicago students to voluntary desegregation action, and providing positive educational experiences for those involved. However, the Commission reiterates its concerns with declining white student participation in full-site magnet programs and with the decline in open enrollment transfers.

E. ACCESSIBILITY TO THE OPTIONS PROGRAMS

The Board of Education is aware that certain provisions of the student assignment component potentially conflict with one another regarding the ability of minority students to transfer voluntarily under the provisions of the Options For Knowledge Program. The goal to promote stable integration at 50 percent white and 50 percent minority student enrollment in certain schools through the majority-to-minority policy and the goal to achieve tri-ethnic composition in others raises the possibility that minority students in those schools could be denied an Option's transfer because to do so would hinder achieving one of the other goals. The Plan, however, also prohibits such denial to black students. Hence, a potential conflict of goals emerges.

Additionally, there is a conflict when students are denied enrollment in their attendance area school because that school is operating under the controlled enrollment policy. Students are forced to attend schools outside their attendance area. They can choose voluntary Options enrollment as an avenue for such attendance. But, if the number of such schools grow in number and as the number of Options seats open to minorities dwindles, some black and Hispanic students could be denied the opportunity to enroll in an integrated/desegregated setting. This is not permitted by the Plan.

The Commission agrees that the Board does not apply system-wide rules to such possible cases of denial, but instead must treat each case individually. As such, the Board reports in the 1987 ADR: Part I, that in 1986-87 299 black students were denied their first transfer choice under the Options program.

The Board reports that there were three primary reasons for this denial:

1) The transfer would not enhance desegregation;

2) Travel time to the receiving school was so long that it would negatively impact the student's educational process; and

3) Space at the receiving school did not exist.

Each student's family was counseled as to other choices available, received an opportunity to transfer to another Options for Knowledge program setting, and did make that choice. Nevertheless, the Commission does note the significant increase from 21 minority students to 299 and wonders what may be the cause of this twelve-fold increase.

The Commission agrees with the Board's conclusion that the majority-to-minority transfer policy, to date, has had no negative impact on the transfer rights of black or Hispanic students under the Options For Knowledge Program. The Commission encourages the Board to maintain its vigilence in this area.

F. THE USE OF CONTROLLED ENROLLMENT

The Board states that "controlled enrollment is a particular technique used to relieve overcrowding and/or to maintain stability." Controlled enrollment can be implemented in two distinct ways or a combination of the two. These are:

1) Limiting the enrollment at a school until the enrollment is within program capacity except for kindergarten, special education students, and siblings of currently enrolled students; and

2) Establishing racial/ethnic targets for a school and limiting enrollment consistent with those targets.

In 1986-87, the Board reports that controlled enrollment was employed at fifteen schools: eleven schools to relieve overcrowding, three schools to stablize racial/ethnic enrollment composition, and two schools to achieve both goals. Of this total, 11 schools were carry-overs from 1985-86 and four were additions to the group. Only two schools from this group will be released from controlled enrollment for the 1987-88 school year (Lloyd and Volta). Tables 10 and 11 contain the names of all schools involved in controlled enrollment and their recent enrollments. From the figures reported by the Board, it appears as if 4,218 students were denied enrollment in these schools and 34 were able to return.

The Board reports that though the enrollment of overcrowded, controlled-enrollment schools has decreased by 1,765 students since 1982-83, they still have 1,706 students above program capacity.

G. THE STATUS OF INTERDISTRICT TRANSFERS

The Chicago Desegregation Plan contained language that promotes a voluntary transfer system between Chicago Schools and neighboring suburban school districts. The use of Metropolitan high schools was suggested as a route to achieving this goal. The Plan requested the assistance of the State Board of Education and State Superintendent to coordinate this and other interdistrict, voluntary desegregation programs. Other provisions were also included in the Plan.

Table 10

Total Enrollment and Racial Composition of Controlled Enrollment Schools Established to Stabilize Racial Composition

		1981		1982		1983		1984		1985		1986	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Prosser	W	640	48.3	565	42.2	540	40.0	429	32.1	401	33.4	376	29.7
	B	382	28.8	414	30.9	395	29.2	431	32.2	356	29.7	421	33.3
	H	285	21.5	342	25.6	400	29.6	461	34.5	433	36.1	439	34.7
	O	19	1.4	17	1.3	16	1.2	16	1.2	10	0.8	28	2.2
	T	1,326		1,338		1,351		1,337		1,200		1,264	
Gage Park	W	599	42.4	561	41.4	565	39.5	493	38.2	484	36.6	462	33.0
	B	666	47.1	644	47.5	693	48.5	600	46.5	586	44.3	604	43.1
	H	138	9.8	141	10.4	156	10.9	186	14.4	243	18.4	323	23.0
	O	10	0.7	9	0.7	15	1.0	10	0.8	9	0.7	13	0.9
	T	1,413		1,355		1,429		1,289		1,322		1,402	
Morgan Park	W	629	34.3	592	32.5	572	29.3	560	25.2	557	24.2	469	21.4
	B	1,193	65.1	1,201	66.0	1,342	68.9	1,539	69.4	1,567	68.1	1,496	68.1
	H	7	0.4	24	1.3	32	1.6	116	5.2	171	7.4	221	10.1
	O	4	0.2	4	0.2	3	0.2	3	0.1	5	0.2	10	0.5
	T	1,833		1,821		1,949		2,218		2,300		2,196	
Hibbard	W	371	34.0	415	36.7	397	35.8	395	34.1	338	33.8	280	31.0
	B	21	1.9	33	2.96	43	3.9	44	3.8	39	3.9	43	4.8
	H	381	34.9	396	34.9	405	36.6	430	37.1	341	34.1	285	31.5
	O	317	29.0	287	25.4	263	23.8	291	25.0	281	28.1	296	32.7
	T	1,090		1,131		1,108		1,160		999		904	
Volta	W	372	43.3	386	47.0	389	46.6	358	40.6	297	41.8	297	40.3
	B	22	2.6	24	2.9	23	2.8	18	2.0	14	2.0	18	2.4
	H	189	22.0	178	21.6	182	21.8	227	25.8	163	22.9	162	22.0
	O	276	32.1	233	28.3	241	28.8	278	31.5	237	33.2	260	35.3
	T	859		821		835		881		711		737	
TOTAL	W	2,611	40.0	2,519	39.0	2,463	36.9	2,235	32.5	2,077	31.8	1,884	29.0
	B	2,284	35.0	2,316	35.8	2,496	37.4	2,632	38.2	2,562	39.2	2,582	39.7
	H	1,000	15.3	1,081	16.7	1,175	17.6	1,420	20.6	1,351	20.7	1,430	22.0
	O	626	9.6	550	8.0	538	8.1	598	8.7	542	8.3	607	9.3
	T	6,521		6,466		6,672		6,885		6,532		6,503	

Table 11

Total Enrollment in Controlled Enrollment Schools
Established to Limit Enrollment to Program Capacity

School	Program Capacity	1981	1982	1983	1984	1985	1986
Lewis	550	883	757	677	713	714	653
Lloyd	625	663	719	780	697	592	698
Lovett	540	460	504	530	562	607	533
Young	825	1,012	926	918	950	975	901
Cameron	1,000	1,837	1,945	1,705	1,739	1,746	1,610
Funston	650	1,241	1,343	1,421	1,195	963	941
Mozart	754	998	1,060	1,054	864	758	807
Nixon	1,005	1,225	1,227	1,275	1,160	991	1,050
Nobel	832	1,140	1,245	1,282	1,096	947	870
Whitney	780	1,396	1,302	1,303	1,311	1,377	1,290
Sherman	900	979	904	946	828	836	814
TOTALS	8,461	11,834	11,932	11,891	11,115	10,506	10,167

For its part, the Chicago Board of Education established Metropolitan High Schools to encourage interdistrict transfers. However, until January 1986 when House Bill 3088 was introduced in the Illinois General Assembly, no other party had come forward to assist with this process. That bill died in 1986 when the General Assembly recessed its last session.

During the 1987 session, State of Illinois legislation was proposed which included the financial considerations necessary to implement an interdistrict transfer program. This legislation has died. The Board reports it stands ready to proceed once enabling legislation becomes law. While the Commission supports the Board's efforts in this area and stands ready to assist in any way requested, it hopes the Board would investigate other alternatives to implement the interdistrict transfer program.

H. AT-RISK SCHOOLS

The Comprehensive Student Assignment Plan provides that, for the Chicago Board of Education to meet its desegregation goals: (1) Each school must achieve and maintain at least a 30 percent minority enrollment; and (2) The school system must achieve a minimum total enrollment in all integrated/desegregated schools of at least twice the number of white children available for such schools. The 1986-87 ADR: Part I points out that the Chicago School Board has met both of these desegregation goals, but has not fulfilled a self-imposed goal of achieving at least 35 percent minority enrollment in all integrated/desegregated schools. These schools are termed "at risk."

During 1986-87, schools designated "to be desegregated" had a 30, not a 35 percent minority enrollment and were in danger of becoming less than 30 percent minority. These schools are Bridge, Byrne, Eberhart, Garvey, Lee, Mt. Greenwood, Pasteur, and Smyser. These schools became less, rather than more minority from the 1985-86 school year to 1986-87. The Board resolved to meet the Plan's goals for these eight sites and by March 1987 had brought three schools, Bridge, Bryne and Eberhart into improved compliance. The others, however, became more seriously segregated. These schools will be targeted for increased minority recruitment and were to have been reviewed in October 1987. Controlled enrollment is a possible technique the Board is considering if enrollments are not impacted by voluntary transfers.

I. SUMMARY

The Board has used voluntary transfer techniques to achieve the goal of the Comprehensive Student Assignment Plan with respect to schools that were "to be desegregated." This has been done within the limitations of its own demographic characteristics as interdistrict transfers from other school districts to Chicago are not yet occurring. There are eight schools with minimally compliant enrollments responding somewhat to increased efforts in obtaining additional voluntary transfers. The Board believes that mandatory desegregation measures are not required for 1986-87.

We all must still remember that there are 368 schools in Chicago enrolling 280,000 students which are predominantly minority. Desegregation affects only 16.7 percent of Chicago minority students; on a total enrollment basis, it affects 71.9 percent of all Chicago nonminority students.

V. THE PREVENTION OF WITHIN-SCHOOL SEGREGATION

The September 1980, Consent Decree between the United States Department of Justice and the Chicago Board of Education contained a statement that the Board's desegregation plan was to "contain provisions to ensure against resegregation of students after implementation." (Subsection 10.1 of the September 1980, Consent Decree)

A. PURPOSE

In 1980, the Board of Education adopted a policy prohibiting within-school racial or ethnic segregation of students. The policy states in part that the racial/ethnic composition of a single class in any school must reflect the racial/ethnic proportions in the school, within 20 percentage points. Chicago administrative staff have determined that the 20 percent rule shall be applied on a grade level by grade level basis in elementary schools and at the high school level as well if more than 50 percent of the membership of a class is of one grade. If the 50 percent level is not exceeded, the class racial/ethnic composition is compared to that of the entire school and not to any one grade level.

One purpose of the Monitoring Commission is to provide the community with an independent verification of the Board's reported efforts to adhere to this policy.

B. THE BOARD REVIEW PROCESS

The Chicago Schools committed itself to a four-part annual review process (see pages 302-305 of the January 22, 1982, Comprehensive Student Assignment Plan). This process contained the following steps:

1) Each year during the term of the plan the Board will distribute instructions to school principals concerning the organization of classes in such a manner that will prevent educationally unjustified classroom racial separation;

2) In October of each year the Board will conduct a survey of classroom enrollment data and ascertain which classrooms deviate by more than 20 percent from the relevant racial ethnic composition;

3) Schools containing out-of-compliance classrooms will be directed to provide an educational justification of such deviations; and

4) Classrooms without adequate educational justification would be required to be reorganized before the beginning of the second semester.

It is this process utilizing the following justifications that DEBOP determines the degree to which target schools are in compliance with Board policy.

C. BOARD JUSTIFICATIONS FOR RACIALLY ISOLATED CLASSES

The Board does permit certain classes to fall outside the policy of 20 percentage points. There are 26 acceptable reasons for a class being out-of-range. These reasons are cataloged into three major groupings:

Group I

1.0 Administrative Limitations
1.1 Enrollment Changes
1.1 Error
1.2 Non-Categorical Pre-School
1.3 Physical Education (Team)
1.4 Single Section Required Offering
1.5 Single Section Elective Offering
1.6 Multiple Section Elective Offering

Group II

2.0 Blind and Partially Sighted
2.1 Deaf and Hard of Hearing
2.2 Educable Mentally Handicapped
2.3 Trainable Mentally Handicapped
2.4 Emotionally Disturbed Children
2.5 Learning Disabilities Classroom
2.6 Physically Handicapped Room
2.7 Early Remedial Approach
2.8 Other Special Education

Group III

3.0 Gifted Classroom
3.1 Honors Program
3.2 Advanced Placement
3.3 E.S.E.A.
3.4 Options for Knowledge
3.5 T.E.S.L. Classroom
3.6 Bilingual Classroom
3.7 Remedial Classroom (Non-S.E.)
3.8 Other Special Purpose Grouping

Group II requires no further justification from building principals: the class may exceed the 20 percentage point range. Also, no further justification is required for reasons 1.2 through 1.5. However, all Group III reasons as well as reasons 1.0 - 1.1 and 1.6 require a written justification from the principal to explain why a class is out of racial/ethnic compliance.

D. INFORMATION ON WITHIN-SCHOOL SEGREGATION: 1986-87

The 1987 Annual Desegregation Review: Part I reports that 989 out of a possible total of 16,729 classes in 99 schools were noncompliant with Board policy regarding racial/ethnic composition. Further, upon DEEOP review, 199 of those classes in 48 schools required additional justification information. A total of 57 classes, or 5.8 percent of the total of 989, could not be justified and required second-semester reorganization. Table 12 contains the data as reported in the 1987 ADR: Part I which supports this analysis.

E. STATUS OF PREVIOUS COMMISSION RECOMMENDATIONS

In 1984, in response to the 1984 ADR: Part I, the Commission made four recommendations to DEEOP regarding improving the substance of their monitoring of within-school segregation. These recommendations were:

1) The Board should indicate whether or not a class is noncompliant because it is too minority or too non-minority in student composition;

2) The Board should list by title the elective courses that are noncompliant;

3) The Board should discontinue the use of the term "data correction" as a justification for noncompliant classes and initiate a new term; and

4) The Board should continue using specifically designed inservice meetings with staff of schools with excessive numbers of noncompliant classes of an unjustifiable nature and especially DEEOP staff should visit schools with noncompliant classes.

Table 12

Numbers and Percentages of Justified Exceptions
By Educational Justification Code

	Elementary		High School	
	Number	Percent	Number	Percent
1.0 Administrative Limitations	15	9.1	47	5.7
1.1 Enrollment Change	1	0.6		
1.1 Error	8	4.9	87	10.5
1.2 Noncategorical Preschool	2	1.2	0	0.0
1.3 Physical Education (Team)	0	0.0	11	1.3
1.4 Single-Section Required Offering	0	0.0	12	1.5
1.5 Single-Section Elective Offering	0	0.0	181	22.0
1.6 Multiple-Section Elective Offering	0	0.0	108	13.1
2.0 Blind and Partially Sighted	1	0.6	1	0.1
2.1 Deaf and Hard of Hearing	10	6.1	0	0.0
2.2 Educable Mentally Handicapped	4	2.4	19	2.3
2.3 Trainable Mentally Handicapped	2	1.2	0	0.0
2.4 Emotionally Disturbed Children	1	0.6	4	0.5
2.5 Learning Disabilities Classroom	6	3.7	28	3.4
2.6 Physically Handicapped Room	6	3.7	0	0.0
2.7 Early Remedial Approach	3	2.0	0	0.0
2.8 Other Special Education	3	2.0	5	0.6
3.0 Gifted Classroom	6	3.7	25	3.0
3.1 Honors Program	1	0.6	79	9.6
3.2 Advanced Placement	0	0.0	26	3.2
3.3 ESEA	2	1.2	0	0.0
3.4 Options for Knowledge	5	3.0	32	3.9
3.5 T.E.S.L. Classroom	0	0.0	11	1.3
3.6 Bilingual Classroom	69	42.1	80	9.7
3.7 Remedial Classroom (Non-s.e.)	4	2.4	4	0.5
3.8 Other special purpose grouping	7	4.3	16	2.0
R Reorganize	8	4.9	49	6.0
TOTAL	164		825	

The Commission noted in the 1986 ADR: Part I that DEEOP had taken actions in keeping with recommendations one, three, and four. Recommendation two was addressed by that ADR. The Commission now notes, however, that DEEOP has made some initial determinations of the high school elective courses that are noncompliant with the 1980 Board policy. Appendix 2 of the 1987 ADR: Part I reports a special study of noncompliant high school elective courses. This study determined that in 1985-86 most out-of-compliance elective courses were in the areas of Social Studies, Science, Mathematics, and Foreign Languages. The study also reported whether a class was low in white student enrollment or minority student enrollment. The data associated with this synopsis is contained in Table 13.

Table 13

Racial Composition of Single-Section Classes in Twenty-Three Integrated/Desegregated High Schools

Subject Area	Total Number Single Sections	Number No Warning	Number Low White	Number Low Minority
Social Studies	192	149 (77.6%)	17 (8.9%)	26 (13.5%)
Science	130	96 (73.8%)	11 (8.5%)	23 (17.7%)
Mathematics	213	167 (78.4%)	22 (10.3%)	24 (11.3%)
Foreign Language	158	101 (63.9%)	9 (5.7%)	48 (30.4%)
TOTAL	693	513 (74.9%)	59 (8.5%)	121 (17.5%)

The Commission applauds DEEOP's effort and agrees with study conclusions that there is no bias at work by school staff causing noncompliant classes to occur. It is only the student's choice of course options which determines this outcome. The Commission also cautions, however, that appropriate student counseling at course selection time could help alter this picture and could do so in an educationally positive fashion.

F. SUMMARY

DEEOP continues to place appropriate emphasis on preventing within-school segregation. They have enacted a series of valid monitoring steps, have supplemented those steps with creative management tools, and have provided the necessary inservice training for school personnel. DEEOP is doing a most credible job in this area and the Commission notes this. In fact, they have done more. Together with the Department of Information Processing Services, DEEOP has designed an early-warning system for those schools, described in the 1985-86 ADR: Part I (pages 159-160). Based on computerized student schedules, it has the capacity to demonstrate to school administrators, as early as the June prior to the start of a school year, which classes are not in racial/ethnic compliance. This gives schools all summer and early fall to work on these classes. It also has the potential of forewarning DEEOP of classes in schools that will require justification as being noncompliant. This is an excellent process. Perhaps now is the time for the Commission to renew its request to be a non-participating observer at DEEOP deliberations on the adequacy of school-submitted justifications of racially/ethnically noncompliant classes.

The Commission concurs with the 1980 Board policy in this area. It allows the Board to be flexible with divergent grade level racial/ethnic percentages. If a first grade is 50 percent white and the second grade is 35 percent, an accommodation is needed rather than an average of the two classes of 42.5 percent. The result is the most conservative rule which could be adopted.

Appendix B reproduces within-school segregation data taken from the 1986-87 ADR: Part I. The bottom entry "R" are those classes which could not be justified as racially/ethnically noncompliant and required reorganization during the second semester of the school year.

VI. THE STATUS OF THE USE OF SCHOOL FACILITIES

The 1982 Chicago Public School District Comprehensive Student Assignment Plan contains provisions which provide that the Board will:

1) Seek to eliminate overcrowded schools, and particularly racially disproportionate overcrowding of schools...to the greatest extent practicable considering all circumstances; and

2) Without excluding students from enrollment in their neighborhood school if doing so would deprive them of educational services such as bilingual education or special education.

A. PURPOSE

The overwhelming majority of overcrowded schools in Chicago have large Hispanic populations. The Department of Equal Educational Opportunity Programs (DEEOP) has given three reasons for the existence of these schools. These reasons have been cited by DEEOP in every Annual Desegregation Review Part I (ADR: Part I) document since 1984.

1) The growing size of the Hispanic population in Chicago, which has increased 79 percent to 100,636 students since 1970, and the localized nature of the growth;

2) The preference of Hispanic families to remain in their neighborhood schools rather than to participate in the voluntary transfer program; and

3) The recentness of the Chicago Schools participation in the bond market which had been needed to acquire funds for new construction and/or expansion of existing sites.

The Commission's purpose is to provide the community with current information about Board efforts to relieve overcrowding in general and overcrowding in Hispanic schools in specific.

B. THE STATUS OF OVERCROWDING: 1986-87

The Board's 1987 ADR: Part I reports the number of overcrowded schools, their racial/ethnic make-up, and the degree of their overcrowding. This ADR: Part I also lists Board remedies to use for each overcrowded school.

Overcrowded schools currently number 33, one less than reported in 1986. They have a program capacity of 26,262 students and a membership of 34,437. Collectively, these schools exceed program capacity by 8,175 students. These figures are lower than those reported in 1985-86.

DEEOP also reports using 135 mobile units at these schools during the 1986-87 school year. This is ten less than used in 1985-86. It is not clear if these units are absorbing the excess enrollments of the schools or are a part of the DEEOP-listed program capacity of the schools in question. DEEOP should clarify this.

DEEOP suggests four remedies to relieve overcrowding: (1) boundary adjustment (to school attendance areas); (2) controlled enrollment (the enrollment of a school is set at a fixed level by assigning students to other nearby schools with excess capacity); (3) reopening previously closed schools (Irving Park, reopened in

1985-86, is an example) and (4) constructing new capacity. DEEOP did not mention inducing voluntary transfers in this list as a fifth possible remedy, one already used by DEEOP to relieve overcrowding. The Board has adjusted boundaries, employs controlled enrollment, has reopened closed schools, and is using mobile units. DEEOP also continues to induce voluntary transfers.

New construction is also now underway. The 1987 ADR: Part I reports that the Board is constructing eight new schools and will construct nine other expansions to relieve overcrowding at several sites. However, not all sites listed on page 177 or on pages 181-183 are on the list of schools overcrowded in 1986-87 (pages 173-176). Gladstone, Irving, and Lowell are examples. DEEOP reports that 17 million dollars was authorized on May 8, 1985, to construct modular additions to several schools (pages 181-182). But, six of these schools do not appear on the list of overcrowded schools. Other sites do appear, however: Stowe, Fulton, and Cardenas. The Commission believes that DEEOP should explain these discrepancies. Why are schools not on the list of overcrowded schools reported in the 1987 ADR: Part I scheduled to be relieved of overcrowding via the construction of new schools or the construction of modular additions? Does the official DEEOP list of overcrowded schools number 33, 39, or more than 39?

DEEOP reports that overcrowding will be diminished through new construction but not eliminated. Other actions--such as boundary changes, controlled enrollment--will continue to be required. The Commission understands this and asks if DEEOP knows how much overcrowding will be eased due to reported construction? This should be determined and reported by DEEOP.

C. SUMMARY

DEEOP states that all new construction projects fall within the guidelines of the Comprehensive Student Assignment Plan. Those guidelines are:

1) Any newly built, acquired, or reopened space must either be stably integrated or stably desegregated via Plan techniques within three years of the opening or reopening of that facility. (There are limited exceptions the Board may invoke.); and

2) No new school may be opened if it would be projected to:

   a) Cause the racial isolation of any stably integrated or stably desegregated school;

   b) Threaten the stability of integration or desegregation of any school; or

   c) Threaten the attainment of stably integrated status of any potentially stably integrated school.

The Commission pledges to consider these requirements when, over the course of the next few years, it monitors the enrollments of newly constructed, acquired, and/or reopened space.

The Commission appreciates Board efforts to wrestle with the overcrowded schools issue in general, and specifically, the overcrowding of Hispanic schools. They have seemingly exhausted the possibilities of adjusting boundaries or controlling enrollments. Voluntary transfers are not acceptable to many Hispanic families. Mobile units continue to be used. New construction is underway, and one school,

Irving Park, was reopened in 1986. Other approaches remain under advisement: double sessions, mandatory transfers of currently enrolled students, and rental of additional space.

The Commission suggests that the Board also needs to continue considering the use of pairings between overcrowded Hispanic schools and under-utilized black schools which adjoin each other. This tactic has been employed with some success in the Near Northside.

Finally, the Commission asks for an explanation of construction at school sites not listed by the Board as overcrowded schools. One listing or the other is incomplete. The 1987 ADR: Part I notes several reasons why these schools were constructed that go beyond overcrowding. It would be helpful to the Commission if the specific criteria for site selection and construction to relieve overcrowding were contained in the annual ADR: Part I.

Appendix C lists those schools considered to be overcrowded and reported as such by DEEOP in the 1987 ADR: Part I.

VIII. THE STATUS OF FINANCIAL RESOURCES

The 1987 Annual Desegregation Review: Part I (1987 ADR: Part I) details the Chicago Board of Education's allocation of funds to desegregation efforts since the 1980-81 school year. The discussion, provided by the Department of Equal Educational Opportunity Programs (DEEOP), focuses on funds the Board allocated as compared with funds provided by the federal government. This discussion (on pages 185-193 of the 1987 ADR: Part I), however, centers on funds allocated rather than on the level of funds required by the desegregation effort. Expenditure reports of allocated funds also are discussed in this ADR section.

A. PURPOSE

The Commission's purpose is to provide the community with an overview of the allocation and expenditure of desegregation-targeted funds, as discussed by DEEOP. No attempt is made here to analyze whether or not the allocated funds replaced general obligations or whether or not new funds were provided for desegregation plans. The 1987 ADR: Part I does not contain the data to support either of these inquiries. A summary of desegregation expenditures as published in the ADR for the period 1983-84 to 1986-87 is attached in Appendices D and E.

B. THE STATUS OF FINANCIAL RESOURCES

The Board provides a graph on page 187 of the 1987 ADR: Part I which pointedly portrays the uneven emphasis on local funding which the Consent Decree has placed

on the Chicago Schools. This graph, which serves as the basis for this discussion, follows. Note that only in 1983-84 when the Yates money, $20 million, was provided to the Chicago Public Schools, did the federal share of Consent Decree activity rise above the 10 percentum marker. In total dollars, since 1980 $443.71 million dollars have been allocated to Chicago school desegregation purposes. Local funds have accounted for 90.1 percent or $399.8 million of that total. The federal share has been 9.9 percent or $43.91 million. This is not in keeping with the spirit of the Consent Decree. What is worse is that the executive branch of the federal government has provided only $23.91 million dollars of this total. The legislative branch has provided $20 million through the Yates money. Without the Yates provision the federal share of desegregation budget allocations drops to 5.6 percent. The Commission is disappointed with the federal financial support of Chicago's desegregation programs.

Year-by-year dollar amounts of federal funding by federal source are contained in Appendix D, for school years 1980-81 through 1986-87. The meagerness of these funds is pointed out here.

C. THE STATUS OF FINANCIAL RESOURCES: 1985-86 AND 1986-87

The Commission finds that this particular section of the ADR: Part I is out of sequence. Because the Board's fiscal year closes on August 31 of any given calendar year, no report published prior to that date may contain final budget expenditures for that year. This is true with the 1987 ADR: Part I.

The document is supposed to report on 1986-87 activity with regard to the student assignment component. Yet, it reports on financial data for 1986-87 in terms of budget allocations only. These data have been known for more than 10 months. The Commission is not finding fault with the lack of data, but is suggesting that to report final expenditures for the 1985-86 school year in the spring of 1987 is somewhat out-of-sync with the remainder of the focus of the 1987 ADR: Part I. DEEOP should wait until it produces the ADR: Part II to report on financial matters with regard to budgets and expenditures. Maintain the discussion of budget allocations and the analysis of same by local and federal source and wait for the ADR: Part II to dicuss expenditure data and include expenditures for the fiscal year just closed.

Not all is negative with this section and the Commission notes this. The data reported in the table on page 189 of this 1987 ADR: Part I (reproduced as Appendix E of this report) is the level of detail the Commission sought in its early requests of DEEOP in 1983-84. Providing financial allocation/expenditure reports by target program and/or purpose is a most solid piece of public accountability. The Commission enthusiastically favors continuing this effort.

In this view, the Commission also is pleased with DEEOP's November 7, 1986, report, Review of Funding Fiscal Years 1983-1985. The level of detail and straight-forward description of the types of services purchased with desegregation dollars in the area of Educational Components has been long-awaited by the Commission. A continuation of this reporting effort is strongly recommended by the Commission, but as a part of the ADR: Part II.

There are still concerns with financial matters on the Commission agenda. These concerns should be publicly addressed. First, what proportion of the local dollars allocated and expended for desegregation purposes are received from the State of Illinois? The Commission is not concerned with the state per pupil allocation under the general formula provided by the General Assembly, but is interested in the special state funds Chicago Schools receive such as state Title I funds. The Commission wants to know the amount of state reimbursement the Chicago Schools receive for transportation costs associated with the student assignment component.

The cost of transportation under the student assignment component is a considerable sum. The Commission is fully aware of this service need without which the Options for Knowledge program would be non-existent. But when gross costs exceed or nearly equal the funds allocated to predominantly minority schools, transportation costs must be examined more closely. If DEEOP included the State of Illinois transportation reimbursement, the figure may appear less burdensome.

Additionally, the Commission is greatly concerned about the 1985-86 Board reports of expending 33.8 million dollars in predominantly minority schools with nearly 85 percent of that amount being spent in racially identifiable and Effective Schools program sites. The Commission believes that a portion of this money was a part of the budget or program allocation of these schools prior to desegregation activity and/or the Consent Decree and would again be a part of the budget or program of these schools if the Consent Decree were suspended. The question is how much money is involved in this possible scenario? Is it zero or is it 90 percent? The ADR's should speak to this issue, if for no other reason than to put it to rest.

D. SUMMARY

The Board has improved its financial reporting. It should, however, delay this section of ADR: Part I to ADR: Part II. The latter usually is published in the fall of a given school year. Year-end expenditures from the prior school year would be available by then and a more complete picture of desegregation costs and budgets could be provided. The Board has adequately demonstrated that the Chicago Schools have received paltry assistance from the federal government in financing the costs of the jointly entered Consent Decree and that much of these funds have been obtained because the Board applied for funds legitimately theirs and not because the federal government came forward with new money for Chicago. As a footnote, DEEOP has reported that the Chicago Schools are reimbursed a portion of their desegregation transportation costs by the State of Illinois. DEEOP should report this reimbursement in its budget detail and net-out that amount from expenditures for transportation in a given school year.

Finally, the Commission believes that a portion of the program budget for racially isolated and Effective schools is residual. It existed prior to the Consent Decree and would still be there in its absence. The Commission would like the Board to publicly comment on this. The Commission's most fundamental concern is the lack of credible evaluative research on racially isolated and/or Effective Schools to understand what funds are being expended and their impact on the students enrolled therein. These studies are promised, but never seem to materialize.

VIII. BOARD PROPOSED 1987-88 IMPLEMENTATION STRATEGIES

The 1987 ADR: Part I contains a section regarding the implications of the content of the ADR for future student assignment and/or general desegregation planning. This section heretofore entitled "Implications for Policy and Planning" is found on pages 194 through 202 of the 1987 ADR: Part I and is now entitled "Implementation Strategies." This section contains seven amendments, quoted or paraphrased below, to current desegregation activity which will be attempted by the Board in 1987-88.

A. PURPOSE

The purpose of the Commission is to provide the community with its reactions to each of these publicly-stated 1987-88 amendments to desegregation plans and planning.

B. AMENDMENTS TO CURRENT PLANS

Implementation Strategy Number One

Implement new programs in seven integrated/ desegregated schools in order to achieve designated goals related to increasing, maintaining, or stabilizing enrollment in the following schools: Hale, Hamilton, Holden, Jahn, Lake View, Nettelhorst, and Steinmetz.

The Board reports that five of these schools have declined to a white enrollment of less than 50 percent or have lost five percent or more of their white enrollment over the past year: Hale, Hamilton, Holden, Jahn, Steinmetz. Two schools: Nettelhorst and Lake View need to maintain or increase their tri-ethnic ratio.

The Commission agrees with the Board's assessment of these seven school enrollments and concurs that program support may assist them toward attainment of desired enrollment stability. The Board must attempt this measure or be criticized for standing idle while seven schools slip further and further toward racial isolation and non-compliance with the Consent Decree requirement regarding maintenance of the largest number of integrated/desegregated schools practical.

Implementation Strategy Number Two

> Implement specialized educational programs in six underutilized, racially identifiable schools (Dixon, Howland, Pirie, Shoesmith, Sumner, Wirth) to relieve overcrowding in neighborhood schools and increase the educational opportunities available to (minority) students.

The Board reports that these schools have a capacity of 3,900 students and an enrollment of 2,864. Space does exist in these buildings for additional enrollment. The Board wants to give minority students in nearby overcrowded schools an educational option to select because they cannot enroll in their neighborhood school and/or are not able to enroll in a magnet school of their choosing.

The Commission notes that in the 1987 ADR: Part I that the Board has listed enrollment and capacity figures for these schools. This was not done in the 1986 ADR: Part I.

The Commission would like to know which nearby schools could benefit from overcrowding relief. Perhaps, they could be listed in future ADR's as well as enrollment capacities and/or numbers of students being denied enrollment.

The Commission still does not understand if these schools are in proximity to nearby, overcrowded schools why shared attendance areas are not established? Why are specialty programs required. The minority students in nearby schools who are permitted to enroll in their neighborhood school or perceive themselves to be "stuck," do not receive the benefits of a specialty program and still must attend an overcrowded school. Finally, if this is a strategy to cope with either overcrowding or with magnet school waiting lists, why was it not more fully discussed either in the ADR section on "Use of School Facilities" or in "Access to Options Programs?"

The Commission finds no analysis in the 1987 ADR: Part I of the overcrowding effects of the programs placed in Dyett, Gillespie, or Morton EVGC for the 1986-87 school year. These schools do not appear in the official list of overcrowded schools (Appendix 3 of the 1987 ADR: Part I). This leaves the Commission in a half-way position. Overcrowding should be eliminated, and minority students should have the right to transfer to schools offering additional educational opportunities. Perhaps many other schools and many more minority students also should be served in this way. With so little information on previous results, it probably is better to reserve judgment until careful monitoring is completed or more data reported.

Implementation Strategy Number Three

Establish one additional Community Academy at South Shore School.

The Commission endorses this notion and concurs that the Board is thereby maintaining an increased compliance with the Consent Decree.

Implementation Strategy Number Four

Relocate the gifted component of the magnet program at Goodlow Magnet School to the Crerar School, make Crerar a branch of Goodlow, and subject both schools to the 15-35% white, 65-85% minority racial/ethnic enrollment requirements.

The Board reports that this action will: 1) Decrease the number of students residing in the Goodlow attendance area unable to attend that school; 2) Increase the opportunity for gifted minority students to participate in a gifted program; and 3) Increase the number of students participating in a desegregated learning environment.

The Commission questions this strategy because no data is provided on how many students by racial/ethnic grouping will be transferred to Crerar School. What is the current racial/ethnic composition of the Crerar enrollment? What is it projected to be after the program component transfer? How many more gifted minority students will be able to participate in the gifted program because of its move to Crerar? How many more neighborhood students will be able to attend Goodlow because of this program transfer to Crerar? The Board reports that Goodlow's enrollment declined by 29 students last year, bringing about a white student enrollment of 26.9

percent. What impact will the Crerar transfer have on this enrollment? What impact will increased neighborhood attendance have on this enrollment? What program will be placed at Goodlow to attract white students into an integrated setting? Will Goodlow and Crerar enrollments be combined because one is a branch of the other and thus gives a better face to this enrollment goal than would otherwise exist?

The Commission awaits more information before endorsing this strategy.

Implementation Strategy Number Five

Implement the computerized Options for Knowledge base in all 23 school districts.

The Board reports this action would improve the efficiency and equity of the Options for Knowledge application process by: 1) Permitting improved efficiency of parent notification; 2) Simplifying the lottery process; 3) Providing a monitoring data base; and 4) Standardizing the procedures for processing (student) applications.

The Commission is studying the application process of magnet schools and the principal's five percent discretion to insure fuller equity.

However, the Commission endorses this strategy.

Implementation Strategy Number Six

Support the legislative proposal introduced by the State Board of Education to facilitate inter-district transfer of students.

The Board has advocated this process since 1982. Much effort will be required to create law from this legislative proposal. The Commission will do whatever the Board may request to help achieve this legislative goal.

Implementation Strategy Number Seven

> Convene the Superintendent's Advisory Committee on Desegregation on a regular basis for the purpose of receiving recommendations from the field on policy issues that incorporate the goals of the desegregation Plan with the changing needs of the Chicago Public Schools.

The Commission endorses this strategy and will officially request to be an ad hoc member of this advisory committee.

C. SUMMARY

The 1987 ADR: Part I contains seven recommendations for change in the operation of the Chicago Public Schools' Comprehensive Student Assignment Plan. They are all within the legal purview of the Board. The Commission cannot endorse all these recommendations. Some should be monitored carefully while they are being implemented. The Commission is especially concerned about potentially negative outcomes that may be created by shifting the gifted program component from Goodlow Magnet to the Crerar School.

IX. CONCLUSION AND COMMISSION RECOMMENDATIONS TO THE BOARD OF EDUCATION

The Commission would comment on the overall nature of the 1987 ADR: Part I. First, the organization of this report is very good. It tracks that of previous ADR: Part I's and flows well from one topic to the next. The Executive Summary which preceeds the detail of the report is most noteworthy and serves as an excellent guide to the content of the main report. It is a service to all audiences. The attached appendices are relevant to the ADR content with the school-by-school summary essential to understanding the area of student assignment.

The full report's content is complete though lacking consistent focus from time to time. More has been said of this in earlier sections of this response, "Review of Schools by Category" and "Review of the Use of School Facilities." The display of data in the 1987 ADR: Part I is generally easily understood and the Board is applauded for achieving this level of concise clarity. This also is true of 95 percent of all narrative found in this 1987 ADR: Part I.

Overall the document is complete, is comprehensible, and does communicate. However, the Commission does have certain reactions it feels would add to a community understanding of Board desegregation efforts under the Student Reassignment Plan and discusses them next.

Recommendation Number One: One Board desegregation goal or operating objective is to create situations in the public schools, especially in Metropolitan High Schools, to attract students from public, private, and suburban school enrollment to the Chicago Schools. The Board should systematically report all efforts to achieve this goal. The Board does not report any data indicating this is occurring. The Commission is aware that suburban transfers to Chicago Schools (asking to attend a Chicago Options for Knowledge site while maintaining a suburban residence) probably does not occur. But, certainly there must be private and parochial school transfers to Options for Knowledge sites and vice versa. The Board should report these numbers by racial/ethnic group and by Option component.

Recommendation Number Two: When reporting enrollment statistics, the Board does not report the numbers of students by racial/ethnic group comprising the student population covered by the Student Assignment Component. Specifically, the Commission would like such a racial/ethnic distribution for the total number of students listed on page 29 of the 1987 ADR: Part I. The Commission recommends that such a distribution be published for the 1986-87 school year in the up-coming 1987 ADR: Part II and that it be published thereafter in the annual ADR: Part I.

Recommendation Number Three: The Department of Equal Educational Opportunity Program has in conjunction with The Division of Information Services conducted a study which reveals the types of secondary classes which are "single elective" in nature and which are beyond the compliance range of within school segregation racial/ethnic enrollment. This study also reveals whether the class is "too white"

or "too minority." The Commission recommends that this study be conducted annually and the results become part of the ADR: Part I section, "Prevention of Within-School Segregation."

Recommendation Number Four: The Board reports the number of overcrowded schools and what it is doing to relieve this condition. However, there are schools listed in one part of the 1987 ADR: Part I sub-section which do not appear in others. Schools are listed as receiving construction funds to relieve overcrowding but do not appear in the tabular listing of such schools. The Commission recommends that this disparity either be corrected in future ADR's: Part I or be sufficiently explained so that it is understood by the reader. As well, the criteria for determining the location of construction sites should be described in the ADR: Part I and all deviations from them noted.

Recommendation Number Five: The Board reports the level of desegregation budget allocations and expenditures by fiscal year in the ADR: Part I. Such reporting has reached high standards of detail. Unfortunately, such data is always one fiscal year old in terms of expenditures. The Commission recommends reporting this data in the annual ADR: Part II and further recommends holding the release of that document until final expenditures of desegregation funds for the immediate past fiscal year are available. It appears early November would become the ADR: Part II release date if this recommendation were accepted.

Recommendation Number Six: The Board reports on plans it has for amending the student assignment plan and/or general desegregation effort for the school year following the one of focus of the ADR: Part I. These implementation strategies are

no doubt well understood by the Board and administrative staff. There are, however, instances where the Board does not give the public sufficient data to determine what the impact will be of such a change in plans. The Commission recommends that the Board consider the questions posed by the Commission with regard to its recommended implementation strategy Number Four and further recommends that they be used as a guide to future ADR: Part I entries in the section "Implementation Strategies."

Recommendation Number Seven: Board-reported data indicates that the white student participation in full-site magnet programs is ebbing. Other Board-reported data depicts declining white student enrollment across the school system. The Commission recommends that the Board conduct a projection study to determine just how long the school system can continue to utilize the 35-65 percent white, 15-85 percent minority ruling to designate a school to be integrated/desegregated. Such a study also should include a comparison of white student participation to the total pool of possible white participants. It appears to the Commission that funds spent on the Options for Knowledge Program may not be achieving racial/ethnic stabilization requirements and that the funds expended may be better spent on programs for students in racially identifiable schools.

Recommendation Number Eight: The Commission commends DEEOP on its computerized tracking of Options For Knowledge students through the application - placement process. The Commission recommends that fuller use of this computerized student-data system be initiated. Specifically, it is recommended that DEEOP analyze this data-base with regard to student transfers to magnet schools and magnet programs. The Commission would recommend that these transfers be analyzed on a sub-district to sub-district basis i.e., report the number of magnet students transferring from each sub-district to every other sub-district, categorized by student race/ethnicity and socio-economic status.

X. APPENDICES

APPENDIX A

List of School Category Enrollments: 1983-1987

Source: Student Desegregation Plan for the Chicago Public Schools, Annual Desegregation Review 1983-84, 1984-85, 1985-86, and 1986-87, Part I: Student Assignment Component

THE STATUS OF STUDENT ASSIGNMENT: 1983-1987

Category of Schools	1983-84 Number Schools	1983-84 Total Enrollment	1984-85 Number Schools	1984-85 Total Enrollment	1985-86 Number Schools	1985-86 Total Enrollment	1986-87 Number Schools	1986-87 Total Enrollment
A) Stably Integrated	47	36,569	43	34,911	43	32,299	41	31,724
B) Stably Desegregated	77	42,382	77	42,183	77	42,635	74	41,875
C) Integrated With Potential For Racial Change	8	7,042	7	4,804	3	2,753	2	2,105
D) Magnet Schools	31	18,812	31	19,825	31	20,001	29	18,351
E) Scholastic Academies	4	2,511	4	2,588	4	2,610	5	2,903
F) Metropolitan Schools	3	6,695	3	6,823	3	6,989	3	7,164
Integrated/Desegregated Subtotal	170	112,481	165	109,529	161	105,665	154	104,122
Stably Mixed	17	12,683	25	18,419	30	24,531	24	21,700
Mixed With Potential For Racial Change	10	8,065	4	2,463	0	0	5	3,653
Community Academies	14	12,855	14	12,984	14	13,278	21	23,014
Racially Identifiable	325	241,367	322	240,360	324	238,324	325	231,498
Predominantly Minority Subtotal	366	274,970	365	274,280	368	276,133	375	279,865
Total of All Schools Classified	534	387,451	528	383,809	527	381,798	529	383,987
Proportion of Students in Integrated/Desegregated Schools		29.0%		28.5%		27.7%		27.1%

APPENDIX B

Uses of Justification Codes: 1985-86 and 1986-87

Source: Student Desegregation Plan for the Chicago Public Schools, Annual Desegregation Review 1986-87, Part I: Student Assignment Component

Use of Justification Codes
for 1986-87 and 1985-86

	Elementary		High School	
	85-86	86-87	85-86	86-87
1.0 Administrative Limitations	74	15	60	47
1.1 Enrollment Change	5	1	23	1
1.1 Error	15	8	114	87
1.2 Noncategorical Preschool	12	2	0	0
1.3 Physical Education (Team)	0	0	0	11
1.4 Single-Section Required Offering	1	0	22	12
1.5 Single-Section Elective Offering	0	0	179	181
1.6 Multiple-Section Elective Offering	0	0	66	108
2.0 Blind and Partially Sighted	5	1	0	1
2.1 Deaf and Hard of Hearing	19	10	4	0
2.2 Educable Mentally Handicapped	18	4	14	19
2.3 Trainable Mentally Handicapped	13	2	0	0
2.4 Emotionally Disturbed Children	28	1	2	4
2.5 Learning Disabilities Classroom	24	6	24	28
2.6 Physically Handicapped Room	21	6	6	0
2.7 Early Remedial Approach	11	3	1	0
2.8 Other Special Education	10	3	1	5
3.0 Gifted Classroom	20	6	45	25
3.1 Honors Program	0	1	83	79
3.2 Advanced Placement	9	0	36	26
3.3 ESEA	3	2	2	0
3.4 Options for Knowledge	8	5	45	32
3.5 T.E.S.L. Classroom	0	0	19	11
3.6 Bilingual Classroom	113	69	79	80
3.7 Remedial Classroom (Non-s.e.)	2	4	15	4
3.8 Other special purpose grouping	16	7	20	16
R Reorganize	9	8	48	49
TOTAL	430	164	930	825

APPENDIX C

List of Schools Operating Over Capacity

Source: Student Desegregation Plan for the Chicago Public Schools, Annual Desegregation Review 1986-87, Part I: Student Assignment Component

Schools Operating Over Capacity 1986-87

District	School	Design Capacity	Program Capacity	Actual 1986 Membership	Projected 1987 Membership	Membership Trend	Mobile Units	Racial/Ethnic --Composition 1984-- % White	% Black	% Hisp.	% Other	Remedies/Plans
2	Gale	810	750	904	935	Up	0	10	55	32	3	Additional facilities 1988
2	McPherson	990	835	1124	1160	Up	0	31	3	51	14	Additional facilities 1988
4	Barry	570	510	615	630	Up	0	45	2	45	8	Additional facilities 1989
5	Cameron	1444	1000	1610	1580	Down	14	2	45	53	-	New school in 1988
5	Funston	720	650	940	925	Down	13	4	10	86	0	Currently controlled enrollment (Irving Pk.). New school in 1988.
5	Kelvyn Park H.S.	1340	1340	1739	1725	Down	0	7	4	88	1	Additional facilities 1988
5	Monroe	840	775	961	980	Up	0	25	4	68	3	Additional facilities 1988
5	Mozart	840	754	800	825	Up	5	11	4	83	2	Currently controlled enrollment (Irving Pk.). New school in 1988.

District	School	Design Capacity	Program Capacity	Actual 1986 Member-ship	Pro-jected 1987 Member-ship	Member-ship Trend	Mobile Units	Racial/Ethnic --Composition 1984-- % White	% Black	% Hisp.	% Other	Remedies/Plans
5	Nixon	1070	1005	1050	1075	Up	2	12	1	85	2	Currently controlled enrollment (Irving Pk.). New school in 1988.
5	Nobel	960	832	870	880	Stable	0	5	13	82	-	Currently controlled enrollment (Irving Pk.). New school in 1988.
5	Piccolo (K-5)	702	615	1129	1140	Up	0	3	56	39	2	New school in 1988.
5	Stowe	1110	1054	1360	1365	Stable	2	7	9	84	-	Modular addition in 1987
6	Chase	570	570	830	835	Stable	9	12	4	84	-	Modular in 1988.
6	Kosciuszko	960	800	1170	1175	Stable	5	11	4	85	-	Modular in 1988.
6	Moos	840	807	921	923	Stable	2	8	10	81	1	Additional facilities
8	Cooper P&I	780	700	1006	1000	Stable	9	2	0	98	-	Boundary Adjustment in 1988
8	Cooper UC	870	750	855	850	Stable	0	1	1	98	0	Boundary Adjustment in 1988.
8	Hammond	660	598	951	900	Up	6	1	1	98	-	Branch will be available in 1988.

District	School	Design Capacity	Program Capacity	Actual 1986 Membership	Projected 1987 Membership	Membership Trend	Mobile Units	Racial/Ethnic --Composition 1984-- % White	% Black	% Hisp.	% Other	Remedies/Plans
8	Hedges	810	750	976	1000	Up	0	15	1	84	-	New school in 1988.
8	Komensky	480	390	480	475	Stable	4	2	0	98	-	New school in 1988.
8	Pickard	672	626	946	945	Stable	6	4	-	96	-	New school in 1988.
8	Spry	1260	1100	1465	1475	Up	0	2	5	93	-	Boundary Adjustment in 1987.
8	Whittier	570	480	752	750	Stable	0	4	-	96	-	New school in 1988.
10	Burns	810	784	1025	1030	Stable	8	1	1	98	-	Modular addition in 1988.
10	Cardenas (K-3)	720	660	930	935	Stable	0	0	2	98	-	Modular addition in 1987.
10	Whitney	810	780	1290	1285	Stable	14	3	-	97	-	Modular addition in 1987.
12	Fulton & Branch	1270	1140	1476	1475	Stable	0	1	68	31	-	Modular addition in 1987.
12	Libby	840	767	1158	1170	Up	0	1	83	16	-	Modular addition in 1987.
13	Seward	1110	1080	1279	1250	Up	8	8	-	92	-	New school in 1988.
15	Morrill	990	900	1061	1107	Up	0	32	2	65	1	Controlled enrollment 1987.

District	School	Design Capacity	Program Capacity	Actual 1986 Member-ship	Pro-jected 1987 Member-ship	Member-ship Trend	Mobile Units	Racial/Ethnic --Composition 1984-- % White	% Black	% Hisp.	% Other	Remedies/Plans
15	Marquette	1110	1050	1162	1175	Up	0	56	7	36	1	Controlled en-rollment 1987.
17	Powell	720	690	751	750	Stable	0	-	100	-	-	Currently unde "intra-distric program*.
17	Sullivan	720	720	851	850	Stable	3	2	27	71	-	Currently unde "intra-distric program**.
	TOTALS	28,968	26,262	34,437	34,575		110					

*In the intra-district program, students who could not attend the above schools because of lack of space were counsele to other schools in district 17.
**Excluding mobile units.

The totals for each column have been changed by the Commission to reflect the true value of each number, based upon the data entered by DEEOP for each school.

APPENDIX D

Budget Resources: 1980-81 through 1986-87

Source: Student Desegregation Plan for the Chicago Public Schools, Annual Desegregation Review 1986-87, Part I: Student Assignment Component

ALLOCATIONS IN MILLIONS
1980-81 THROUGH 1986-87

Source of Funds:	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	TOTAL
LOCAL FUNDS	10.0	37.0	54.5	67.4	70.6	79.3	81.0	399.80
FEDERAL FUNDS								
Magnet Grant	0.0	0.0	0.0	0.0	0.0	4.0	3.9	7.90
ESAA/ECIA								
Chapter I	0.0	0.0	0.0	0.0	0.0	0.0	.3	0.30
Chapter II	0.0	1.8	1.8	1.8	1.8	1.8	1.8	10.80
Title IV	0.0	0.0	0.0	0.0	0.0	1.4	0.0	1.40
Follow Through	0.0	0.0	0.0	0.0	0.0	.6	.1	.70
Secretary's Discretionary Fund	0.0	0.0	0.0	0.0	0.0	.3	1.0	1.30
PL. 98-377	0.0	0.0	0.0	0.0	0.0	0.0	0.01	0.01
Title VII	0.0	0.5	0.5	0.5	0.0	0.0	0.0	1.50
PL. 98-107	0.0	0.0	0.0	20.0	0.0	0.0	0.0	20.00
Sub-Total (Fed. Funds)	0.0	2.3	2.3	22.3	1.8	8.1	7.11	43.91
TOTAL FUNDS (Fed. & Local)	10.0	39.3	56.8	89.7	72.4	87.4	88.11	443.71

APPENDIX E

Budget Allocations and Expenditures: 1984-85 through 1986-87

Source: Student Desegregation Plan for the Chicago Public Schools, Annual Desegregation Review 1986-87, Part I: Student Assignment Component

DEPARTMENT OF EQUAL EDUCA..ONAL OPPORTUNITY PROGRAMS

BUDGET ANALYSIS 1984 - 1987

	1984/1985			1985/1986			1986/1987			
	BUDGET	EXPENDITURES	% OF 84/85 EXPENDITURE	BUDGET	EXPENDITURES	% OF 85/86 EXPENDITURE	BUDGET	% OF 86/87 BUDGET	INCREASE (DECREASE) OVER 85/86	% CHANGE FROM FY 85/86 BUDGET
INTEGRATED/DESEGREGATED SCHOOLS										
* Stably Integrated (43)				$1,153,331	$1,192,960	1.41%	$1,245,141	1.41%	$91,810	7.96%
Stably Desegregated (77)	(DETAIL NOT AVAILABLE)			5,009,519	4,998,689	5.90%	4,973,960	5.64%	(35,559)	-0.71%
Integrated, Potential for Change (3)				37,533	62,979	0.07%	72,753	0.08%	35,220	93.84%
Sub Total, Integrated/Desegregated	$5,572,782	$6,429,980	8.88%	6,200,383	6,254,628	7.39%	6,291,854	7.14%	91,471	1.48%
MAGNET TYPE SCHOOLS/PROGRAMS										
Magnet Schools (32)				5,107,897	5,343,896	6.31%	5,069,688	5.75%	(38,209)	-0.75%
Scholastic Academies (6)	(DETAIL NOT AVAILABLE)			1,753,443	1,560,199	1.84%	1,509,603	1.71%	(243,840)	-13.91%
Metro High Schools (7)				1,741,851	1,690,620	2.00%	1,649,427	1.87%	(92,424)	-5.31%
Sub Total, Magnet Type	7,148,848	6,891,611	9.52%	8,603,191	8,594,715	10.15%	8,228,718	9.34%	(374,473)	-4.35%
PREDOMINANTLY MINORITY SCHOOLS										
Stably Mixed (30)	(DETAIL NOT AVAILABLE)			2,027,020	1,970,097	2.33%	2,285,845	2.59%	258,825	12.77%
Community Academies (21)	1,514,033	1,652,153	2.28%	2,398,321	3,121,360	3.69%	2,935,288	3.33%	536,967	22.39%
Racially Ident. Schools (208)	14,457,257	15,274,622	21.09%	16,117,125	15,548,263	18.36%	16,385,743	18.59%	268,618	1.67%
Effective Schools (107)	12,019,211	13,015,737	17.98%	12,993,072	13,176,208	15.56%	15,068,324	17.10%	2,075,252	15.97%
Sub Total, Predominantly Minority	27,990,501	29,942,512	41.35%	33,535,538	33,815,928	39.94%	36,675,200	41.61%	3,139,662	9.36%
SUB TOTAL, EDUCATIONAL COMPONENTS	40,712,131	43,264,103	59.75%	48,339,112	48,665,271	57.48%	51,195,772	58.08%	2,856,660	5.91%
Transportation	26,155,000	24,926,427	34.42%	29,178,364	29,178,364	34.46%	30,395,000	34.49%	1,216,636	4.17%
ADMINISTRATION & SUPPORT:										
Department of Equal Ed. Opp.	2,912,652	2,760,063	3.81%	2,025,987	1,702,308	2.01%	2,000,855	2.27%	(25,132)	-1.24%
Other Central Office Support	1,984,350	933,367	1.29%	1,738,095	1,949,355	2.30%	2,443,811	2.77%	705,716	40.60%
District Offices	410,000	320,377	0.44%	1,683,882	1,339,900	1.58%	1,715,768	1.95%	31,886	1.89%
Special Projects, Gov't Funded	0	0	0.00%	1,647,225	1,647,225	1.95%	132,032	0.15%	(1,515,193)	-91.98%
Monitoring Commission	257,000	205,497	0.28%	257,000	183,300	0.22%	257,000	0.29%	0	0.00%
TOTAL, ALL COMPONENTS	72,431,133	72,409,834	100.00%	$84,869,665	$84,665,723	100.00%	$88,140,238	100.00%	$3,270,573	3.85%